

## **BMR: 8: Multiple Intelligences**

*How the learning activities in the readings can be incorporated into your curriculum unit.*

Background: The 'Theatre' topic I have planned coincides with the point in the year when we prepare to put on our end of year performance. We don't buy a script, all the ideas come from the children from the beginning, how we do it, to the set and props. When I planned this unit we wanted to give the children some more experience with drama because we were keen that they don't think of drama as just acting in the traditional 'voice' sense of the word.

Many of the ideas in the readings could be incorporated in the 'Theatre' topic in terms of the lesson or the actual performance itself.

### Verbal/Linguistic Intelligence:

- Children create their own play
- Write an article about their performance e.g how it has been devised
- Develop a script
- Debate about which style of drama is good for different types of stories
- Debate whether drama is an important part of their curriculum
- Write a diary of how the show was put together
- Conduct an interview with each group about their style of performance
- Write an advertisement for the show

### Logical/mathematical intelligence:

- Plan for and develop a time-line for the performance
- Develop a time-line of famous drama practitioners
- Sort drama techniques into different drama styles
- Evaluate a performance
- Analyse a performance
- Collect information on favourite things from the year and have a vote to find out what should be include in the show. Present a chart to show the findings
- Compare and contrast different styles of drama
- Estimate what audience could fit in our theatre. Calculate how the size the theatre needs to be to fit all parents and family members.
- Look at styles of drama such as mask or mime and deduce information about the characters
- Use techniques such a role on the wall

### Visual/spatial intelligence:

- Make a replica model of a working theatre

- Create a new style of drama – mashup!
- Create mindmaps about what we already know about theatre, styles of drama
- Design a new theatre for DCB
- Use ICT to create a 3-D design of a theatre
- Design and draw a diagram of a puppet
- Record, edit and develop a video of a short performance
- Create a diorama of a performance
- Develop a poster marketing a show
- Create a cartoon based on a performance
- Use photographs of a performance to sequence and retell

### Body/Kinaesthetic

- Create a 'dance' performance
- Write and perform a play around a theme
- Plan and attend an excursion to looking at a working theatre/ watch a performance
- Role-play
- Mime or model a characters behaviour
- Use forms of drama such a mime/dance to communicate
- Physical theatre

### Musical/rhythmic intelligence

- Compose a piece of music for a performance/ vignette / style of drama
- Create a musical based around a theme
- Use music to explore body movements
- Compose a piece of drama from music

### Interpersonal intelligence

- Working in a group create play/ performance / tableau
- Brainstorm a topic e.g what do we know about theatre
- With a partner create a short performance
- Compare different cultural values towards drama
- Negotiate parts of a play or performance
- Give and receive feedback about performances

### Intrapersonal intelligence

- Choose a style of drama you are interested in and find out more information about it, report back to the class.

- Reflect on what you have learned about doing a performance (with different styles of drama)
- Keep a diary of the process of putting together a year group performance
- Consider what you could have improved about your performance/ you groups' performance
- Self-evaluate a vignette/ short play/ or individual performance
- Make up your own definition of drama
- Explain and evaluate what type of drama most suits your personality
- Decide why drama is important to your life

### Naturalist intelligence

- Consider how your performance set can include natural materials only
- Design costumes /set/ props only using recycled material
- Research information about performances that use natural settings
- Plan a performance in a natural setting
- Explain what it is important to preserve drama in the curriculum